

A Study on the Problem Faced by the Sports Administration and Physical Education at School Level

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Abstract

The purpose of this research is to analyze professional problems faced by physical education and sports teachers and the effects of these problems on their performance and motivation. Physical education and sports teachers participated in the research. The interview method was used in this study which was designed with the "phenomenology" concept for exploration - benefited from the interview method. Descriptive analysis and content analysis methods were used during the analysis of the data obtained. The most important problems that physical education and sports teachers face may be listed as; school administration's underestimation of physical education course, lacking the qualification needed to inspect this course, parents' focus on academic achievement and therefore their underestimation towards physical education course, parents' failure to motivate their children towards doing sports, non-availability of sports facilities and course tools and equipment, low weekly course hours, frequent change of curriculum, students' desire to do extracurricular activities during the course and inadequacy of in-service and seminar programs. It was determined that; due to the problems they face with school management 46% of the participants, due to the problems they face with the parents 76% of the participants, due to the problems they face with the students 49% of the participants, due to the problems they face with the curriculum 44% of the participants, due to the problems they face about the facility and course tools and equipment 68% of the participants, due to the problems they face about the inspection 22% of the participants, due to the problems they face with the provincial directorates of sports 56% of the participants, due to the problems they face about the in-service programs 27% of the participants were negatively affected in terms of performance and motivation.

Keywords: Motivation, Performance, Physical education, Sports.

Introduction

The changes and developments that are taking place today are pushing the individual to keep up with the current conditions. Education is needed to adapt to these new situations and to

prepare for life. Education is at the forefront of the principles that are indispensable in the path of modern societies. Since the investment made in human beings is a collective investment, every society has to best meet the educational needs of its citizens in order to be able to continue its life. Education involves the individual being raised in a way adapting to society. Education is a process of acquisition that comprises the objectives such as helping people adapt to the society, to identify themselves in a psychological and cultural way, by learning their responsibilities to equip them with the behaviors necessary to make their lives happy (Keşke, 2007). For this reason, it is inevitable that economic productivity, high labor force and the number of qualified people, and cultural richness are high in educated societies.

Raising qualified manpower is one of the most basic functions of education. Qualified manpower requires being physically, mentally, and spiritually healthy. Considering this fact, physical education and sports are integrated and it is seen that they complement each other. The targets of both educations is parallel, to provide personality training through physical education and to benefit the society through leisure and play activities (Açak, 2005, As cited in Karademir et al., 2010). Physical education is the education of the whole personality. Through physical education courses, students are thought how to use their bodies in the most effective and efficient way, how to move properly, to be happy and ethical individuals, and to exhibit positive mental and emotional development. For this reason, physical education and sports courses have an important place in the education system (Kaya et al., 2015). As a concept, physical education is expressed as a set of physical activities aiming to raise individuals as bodily, spiritually, and physically developing individuals that enable them to develop in a balanced way without compromising the integrity of the organism (Açak, 2006).

The main target of physical education and sports is to ensure balanced physical, mental, and social development of humans which is the basic element of social and cultural development in contemporary education. For this reason, physical education and sports courses have an important place in the education system. Physical education and sports courses must be used efficiently in order to reach the goals of the curriculums. Accordingly; the most important element is the physical education and sports teachers in the educational institutions. Physical education and sports teachers are the individuals who are responsible for ensuring instructional cohesion, conducting sportive activities, and minimizing the problems encountered in the sports environment (Yüzüak, 2006). Physical education and sports teachers, who move in the framework of contemporary educational understanding, should have a number of qualifications instead of just acting as teachers carrying out the teaching

activities. This is because the qualifications of the physical education and sports teachers - who have an active communication process with the students, enable the organizing of sports events and due to the nature of their job, should be in communication with the environment - will undoubtedly be of great importance (Ünlü, 2008). Today, a teacher-centered structure is also present in teaching-learning activities. In other words, the teacher is the director of learning. In order for physical education and sports teachers to be able to create a good learning environment, it is expected that they will first identify the problems they encounter in the learning environment and generate solutions for these problems.

Method

Person who works in physical education and sport that was made for teachers to send their views in this study used a qualitative research method. One of the qualitative research methods used in the research was case study design. It is a qualitative statement that we are aware of when we think of case studies but we want to investigate and explore the subjects for which we do not have detailed knowledge. A case-study is the answer to what are the experiences and conditions related to that subject, providing the outreach of the experiences that are experienced, and subjective experiences are important in the first place (Yıldırım & Şimşek, 2013). Descriptive analysis and content analysis methods were used to analyze the sound recordings obtained within the scope of the research. Accordingly, the participants were coded as "K" in terms of representation, and each participant was given a number "K1, K2, K3, K4, and K5" beside the code. For this, the table for the data coding obtained from the discussion forum was first created. Listening to the voice recordings in the direction of the questions, the most frequently used words and concepts were identified and a coding table was created for each question. The themes were determined by using these concepts and comments were made on these themes. Teachers' opinions on the subject are reflected in the article according to the descriptive analysis method.

Table 1. Distribution of the Participants by Gender, Type of School, and Educational Institution

| GENDER | FEMALE | N | % |
|--------------------------------|------------------|-----------|-----------|
| | | 15 | 36 |
| | MALE | 26 | 64 |
| TYPE OF SCHOLL | PRIVATE | 5 | 12 |
| | STATE | 36 | 88 |
| EDUCATIONAL INSTITUTION | SECONDARY | 21 | 51 |
| | HIGH | 20 | 49 |

When the distribution of participants according to their demographic characteristics is examined in Table 1, it can be seen that 64% were male and 36% were female participants. It is seen that 88% of the participants serve in state schools, 12% in private schools, 49% in high schools, and 51% in secondary schools.

Table 2. Distribution of Participants by Age and Term of Office

| AGE | N | % |
|------------------------|----|----|
| 20-25 | 4 | 10 |
| TERMS OF OFFICE | | |
| 26-30 | 3 | 7 |
| 31-35 | 8 | 20 |
| 36-40 | 14 | 34 |
| 41-45 | 5 | 12 |
| 46-50 | 5 | 12 |
| 50 and above | 2 | 5 |
| 1-5 years | 8 | 20 |
| 6-10 years | 7 | 17 |
| 11-15 years | 8 | 20 |
| 16-20 years | 12 | 28 |
| 21-25 years | 2 | 5 |
| 26-30 years | 2 | 5 |
| 30 and above | 2 | 5 |

When Table 2 is examined, it can be seen that age of 10% of the participants are between 20-25, 7% are between 26-30, 20% are between 31-35, 34% are between 36-40, 12% are between 46-50 and 5% are 50 years and above. 20% have been serving as a teacher for 1-5 years, 17% have been serving as a teacher for 6-10 years, 20% have been serving as a teacher for 11-15 years, 28% have been serving as a teacher for 16-20 years, 5% have been serving as a teacher for 21-25 years, 5% have been serving as a teacher for 26-30 years and 5% have been serving as a teacher for 30 years and above.

School Administration's negative view against sports and deeming physical education and sports course as unnecessary course,

School management's focus on academic achievement and therefore , paying pay more attention to other subject courses

Not paying adequate attention to physical education and sports course,

Inadequate source allocated from the school budget for the purchase of teaching equipment and materials,

Deeming success of this course equivalent to the success of the school teams.

Figure 1. Participants' Problems with School Management and Whether Their Performance and Motivation are affected by These Problems

46% of the participants are negatively affected by these problems, 54% of the participants are not affected by these problems.

Figure 1 - Participants state that; the school administration has a negative attitude towards sports and that they see physical education and sports course as unnecessary lessons, since the school administration is more focused on academic achievement, they pay more attention to other subject courses and therefore do not pay adequate attention to physical education and sports course, the amount of source allocated from the school budget for the purchase of teaching equipment and materials is insufficient and success of this course is deemed equivalent to the success of the school teams. It has been identified that while the performance and motivations of 46% of the participants were affected negatively by these problems, the performance and motivations of 54% of the participants were not affected by these problems they faced.

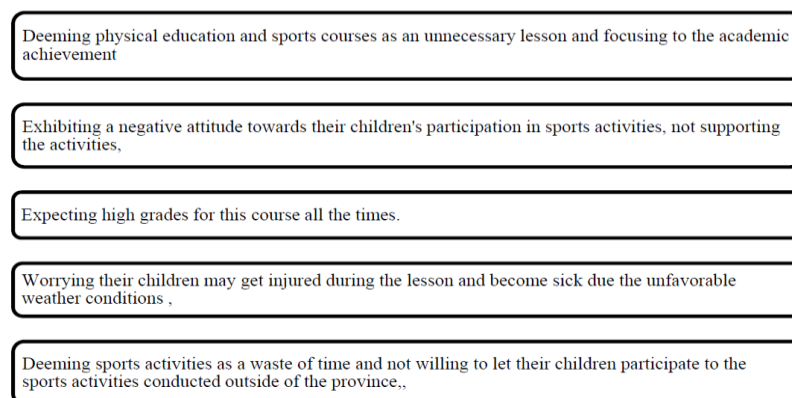


Figure 2. Participants' Problems with Parents and Whether Their Performance and Motivation are affected by These Problems

76% of the participants are negatively affected by these problems, 24% of the participants are not affected by these problems.

Figure 2 - Participants state that parents deem physical education and sports courses as an unnecessary course and for this reason, they do not support their children in doing sports, they have a negative attitude towards their children's participation in sports activities, they are more focused on academic achievement and therefore they deem physical education and sports lessons as a waste of time, especially they do not want to let their children participate to the sports activities which are conducted outside of the province and therefore avoid providing necessary permissions, additionally, they worry their children getting injured during the course and become sick due to the unfavourable weather conditions and they

expect high grades for this course all the times. It has been identified that while the performance and motivations of 76% of the participants were affected negatively by these problems, the performance and motivations of 24% of the participants were not affected by these problems they faced.

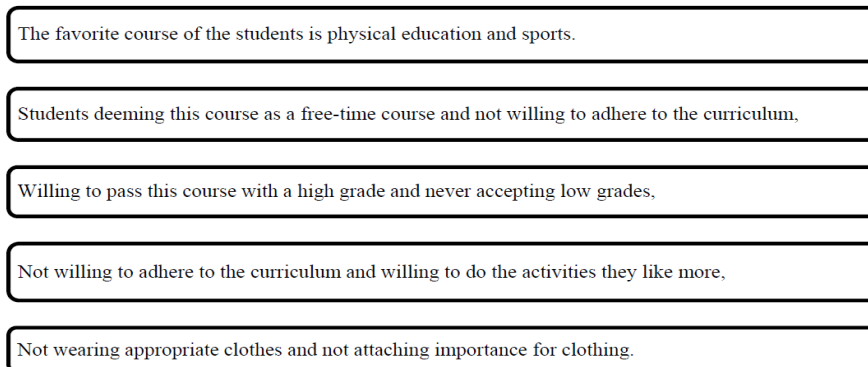


Figure 3. Participants' Problems with Students and Whether Their Performance and Motivation are affected by These Problems

49% of the participants are negatively affected by these problems 51% of the participants are not affected by these problems.

Figure 3 - Participants stated that their problems about the curriculum are; low weekly course hours, long curriculum and therefore, unable to transfer the content of the curriculum to the students within that period, continuous change of curriculum and teachers not being informed about those changes and their hard adaptation to this situation, unable to implement the curriculum in the schools where sports hall and course materials are not available. It has been identified that while the performance and motivations of 54% of the participants were affected negatively by these problems, the performance and motivations of 46% of the participants were not affected by these problems they faced.

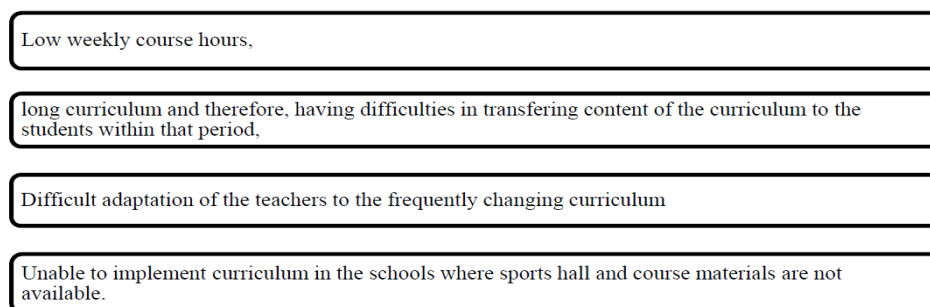


Figure 4. Participants' Problems with Curriculum and Whether Their Performance and Motivation are affected by These Problems

54% of the participants are negatively affected by these problems, 46% of the participants are not affected by these problems.

Figure 4 - Participants stated that their problems about the curriculum are; low weekly course hours, long curriculum and therefore, unable to transfer the content of the curriculum to the students within that period, continuous change of curriculum and teachers not being informed about those changes and their hard adaptation to this situation, unable to implement the curriculum in the schools where sports hall and course materials are not available. It has been identified that while the performance and motivations of 54% of the participants were affected negatively by these problems, the performance and motivations of 46% of the participants were not affected by these problems they faced.

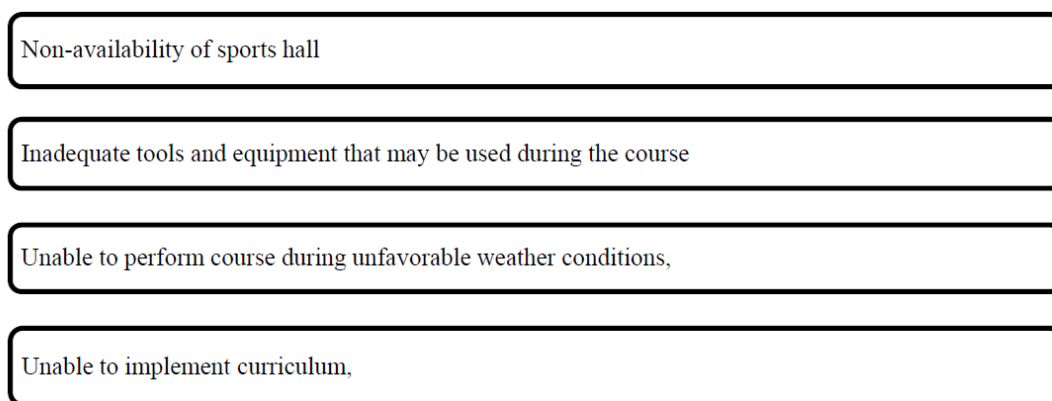


Figure 5. Participants' Problems with Facility, Tools, and Equipment and Whether Their Performance and Motivation are affected by These Problems

68% of the participants are negatively affected by these problems, and 32% are not affected by these problems.

Figure 5 - Participants stated that the biggest problem they faced in their professional life is related to the physical conditions of their schools. K5 emphasized this situation saying that "The biggest dream of a physical education teacher is a school with a sports hall". Participants stated that the problems they encounter are; non-availability of the sports hall in the schools they serve, inadequacy of materials which can be used during the class, inability to perform the course in unfavourable weather conditions and cannot follow the curriculum due to this reason. Participants stated that collection of sports fees from the students was a supporting factor for procurement of class materials and teachers are being affected negatively since such collection has been prohibited and additionally that specified that restoration of this practice will be beneficial for material procurement. It has been identified

that while the performance and motivations of 68% of the participants were affected negatively by these problems, the performance and motivations of 32% of the participants were not affected by these problems they faced.

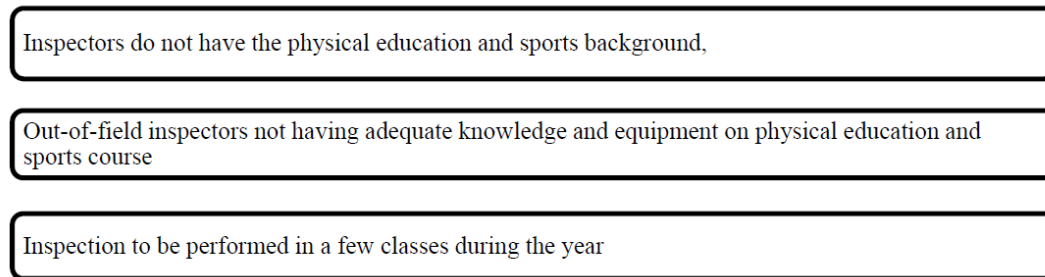


Figure 6. Participants' Problems with Inspection and Whether Their Performance and Motivation are affected by These Problems

22% of the participants are negatively affected by these problems, 78% of the participants are not affected by these problems.

Figure 6 - Participants stated that the biggest problem they face is that the inspectors do not have the physical education and sports background. Participants indicated that they are adversely affected by the fact that inspectors are out of their field and inspectors do not have adequate knowledge and equipment on physical education and sports course. Participants stated that inspection is performed in a few classes during the year and such inspection remains inadequate to understand and pass a judgment on the teacher and that the inspection has to be performed spreading into the course of time. It has been identified that while the performance and motivations of 22% of the participants were affected negatively by these problems, the performance and motivations of 78% of the participants were not affected by these problems they faced.

Discussion

The study conducted by Aydoğan (2006), it was aimed to investigate the problems related to vocational, school administration, and structure of physical education and sports teachers and problems related to students. It has been observed that the problems faced by physical education and sports teachers are at the beginning of the problems that originated from physical conditions. As it is understood from this, the course tools and sports facilities for physical education and sports teachers have an important place in the education phase and it has been found out that female teachers have more problems than male teachers in the

research. Similarly, it has been observed that female physical education and sports teachers are experiencing more problems with male profile and sports teachers than with student profile. Another work by Yıldız (2012) supports Aydoğan and our work. In the study, it was concluded that the lack of facilities, materials, and lesson hours was the most important problem faced by the physical education and sports teachers in their teaching methods.

The study carried out by Yaşar (2008), it was aimed to identify the problems that physical education and sports teachers encounter during their professional lives. The teachers who participated in the study stated that inadequacy of sites and class hours are the principal problems that they encounter in their professional life. The research conducted by Atasoy (2008) aimed to identify the problems faced by the physical education and sports teachers working in Kırşehir provincial center with their occupational life and physical education course applications. In the survey, the most common problems faced by teachers are the lack of incentives to participate in sports activities of children, such as inadequate field and facility deficiencies, as well as other work and work that we have done. Problems faced by physical education and sports teachers in Sakarya province have been investigated by Kul (2008). Problems that they see as problems are similar to the results of previous studies and there are problems such as facility insufficiency, inadequate weekly course hours, equipment inadequacy, parents' participation in this course is unnecessary. The results are similar to the results of the work we do.

Conclusions

In this study, the problems that Physical Education and Sports Teachers encounter in their Professional Life and their opinions about how these problems affect their performance and motivation are tried to be identified and the problems they encounter during this process are analyzed. The main finding obtained in this study is that the physical education and sports teachers have a point of view with regards to the problems they face during their professional lives. The problems they encounter are; school administrations and parents give particular importance to the academic achievement and therefore they see physical education and sports courses as unnecessary compared to the other courses, therefore they do not support to the activities which are going to be performed, parents are not willing to let their children participate to the matches which are carried out outside of the province, they worry their children getting injured during the physical education and sports class and may fall behind the other courses, parents expect that their children to get high grades from this course,

students do not want at adhering to the curriculum since they feel themselves free in this course, students do not wear appropriate clothes during the course. On the other hand, the problems they encounter about the curriculum are; class hours remain inadequate and therefore they face difficulties in completing the curriculum, frequent changes are made in the curriculum and they have difficulties in adapting such changes, non-availability of sports halls and materials that are needed for class and this situation poses a significant obstacle against the implementation of the curriculum. Inspectors being out of the physical education and sports field and failing to have sufficient field knowledge, the amount of travel allowance provided for sports competitions remaining inadequate to meet the needs, in-service training and seminar programs to be conducted out of the province and therefore they have difficulties in participating to these programs pose problems for the participants and their performance and motivation are adversely affected by these problems.

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